DOCUMENT RESUME

ED 402 344 TM 025 963

TITLE	Ohio Proficiency Tests for Grade 12. Fact Sheets. Twelfth-Grade Reading.
INSTITUTION	Ohio State Dept. of Education, Columbus.
PUB DATE	95
NOTE	9p.; For related documents, see TM 025 962 and 025 965.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Achievement Tests; Cultural Awareness; *Grade 12; *Graduation Requirements; High Schools; *High School Students; Learning; Literacy; Outcomes of Education; Reading Comprehension; *Reading Tests; Test Bias; Test Construction; *Test Items
IDENTIFIERS	Fact Sheets; *Twelfth Grade Proficiency Test

ABSTRACT

This fact sheet presents information about the Ohio Proficiency Test for grade 12 in Reading. Beginning in February 1994, all students who have passed the Ohio Ninth-grade Proficiency tests in all areas will take the twelfth-grade proficiency tests in writing, reading, mathematics, and citizenship. The reading test is designed to measure a twelfth-grade level of literacy as defined by 23 learning outcomes developed by Ohio educators and citizens. The reading passages come from published sources with a variety of formats, and may be fiction or nonfiction. Various types of test items are described and aligned with the learning outcomes. The test is intended to measure a wide array of reading strategies. The selected reading material is culturally diverse, well written, of interest to students, and free of offensive stereotyping language or any other element that would be a disadvantage to any person or group on the basis of sex, religion, culture, or race. The test enables students to demonstrate their ability to read and understand written materials. Students must show that they can make reasonable inferences and judgments about what they have read. (SLD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

TM

ED 402 344

Ohio Proficiency Tests for Grade 12

Writing • Reading • Mathematics • Citizenship

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Fact Sheets

Twelfth-grade Reading

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
T. SANDERS
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

What are the Twelfth-grade Proficiency Tests?

Beginning in February 1994, twelfth-grade students who have passed the Ninth-grade Proficiency Tests in all areas will take the Twelfth-grade Proficiency Tests in writing, reading, mathematics, and citizenship. The twelfth-grade tests will be administered once annually in February; there will be a make-up period after the regular administration for any students missing the regular administration.

The purpose of the Twelfth-grade Proficiency Test in Reading is to measure a twelfth-grade level of literacy as defined by the twenty-three learning outcomes. A committee of Ohio teachers and citizens went through a consensus-building process to develop these learning outcomes, which were adopted by the State Board of Education in 1988.

What can students expect on the Twelfth-grade Proficiency Test in Reading?

Reading passages come from published school and non-school sources, and may include poetry, essays, short stories, novel/book excerpts, plays, pamphlets, instruction manuals, and newspaper and magazine articles. These fictional and nonfictional passages cover a wide range of subject matter selected to reflect cultural diversity. The passages are of appropriate difficulty for twelfth-grade students and include a variety of topics. Passage length ranges from 100 to 700 words.

- There are 40 questions.
- Each question has four answer choices, one of which is correct.
- Some questions are based upon fictional reading passages; others are based upon nonfictional reading passages.

BEST COPY AVAILABLE

TM 025 963

- Each question tests only one of the learning outcomes.

- Every test form contains:

  1) 3-6 fictional passages, including one longer than 500 words, each having 3-8 test questions, and

  2) 5-8 nonfictional passages, including one longer than 500 words, each having 2-8 test questions.

- Passage length will probably dictate the number of questions for that passage. For example, a 200-word passage might be accompanied by 3 questions and a 700-word passage by 8 questions.

- Students will have a maximum of two and one-half hours to finish the test. Most will be able to complete it within 75 minutes.

What are the twelfth-grade learning outcomes and what do they mean to students?

The twelfth-grade learning outcomes reflect the reading strategies students are expected to use in the twelfth grade. Many of the outcomes are similar to those covered on the Ninth-grade Proficiency Test, while others appear for the first time on this test. Even when the outcomes are the same, students should expect the questions on the twelfth-grade test to be more challenging.

Outcomes are grouped into two categories called **Constructing Meaning** and **Extending Meaning**. *Constructing Meaning* refers to students' ability to understand different kinds of reading materials. For example, students are asked to identify a main idea, the best summary, and the meaning of an unfamiliar word. *Extending Meaning* refers to students' ability to understand but also go beyond the passage. For example, students may be asked to interpret an author's purpose or attitude, to make predictions about what they are reading, or to compare and contrast characters.

The twenty-three learning outcomes listed below are further divided into two sub-categories. Outcomes 1-11 are designed for fictional reading materials. Examples of fictional materials include excerpts from novels and short stories. Outcomes 12-23 are designed for nonfictional materials. Examples of nonfiction include selections from books, newspapers, and magazine articles.

Learning Outcomes:

Classification I - Constructing Meaning with Fictional Passages

Given a fictional selection, the student will demonstrate an integrated understanding of language and elements of fiction by responding to items regarding:

1. the meaning of an unfamiliar word (i.e., uncommon or low-frequency word).
2. implied main ideas.
3. details that either support or do not support the main idea.
4. the best summary or paraphrase.
5. the identification of questions that will demonstrate comprehension of the main idea and supporting details.
6. the appropriate meaning for a word used in context when given a dictionary entry.
7. structural elements of literature (e.g., plot, theme, character, mood, setting, point of view).

Classification II - Extending Meaning with Fictional Passages

Given a fictional selection, the student will demonstrate an integrated understanding of language and elements of fiction by responding to items regarding:

8. most-probable outcomes.
9. the comparison and contrast of characters, objects, or events.
10. literary devices (e.g., metaphor, foreshadowing, flashback, allusion, satire, irony).
11. the recognition and interpretation of organizational patterns of writing (i.e., cause and effect, time order, comparison and contrast, simple listing).

Classification III - Constructing Meaning with Nonfictional Passages

Given a nonfictional selection, the student will demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, by responding to items regarding:

12. the meaning of an unfamiliar word (i.e., uncommon or low-frequency word).

13. implied main ideas.

14. details that either support or do not support the main idea.

15. the best summary or paraphrase.

Given everyday/functional reading materials, the student will identify, locate, and use information in items regarding:

16. the intent of propaganda.

Classification IV - Extending Meaning with Nonfictional Passages

Given a nonfictional selection, the student will demonstrate an integrated understanding of the major concepts, the evidence that supports those concepts, the possible application for the concepts, and the possible purposes the selection might serve, by responding to items regarding:

17. the difference between statements based on fact and statements based on inference.

18. predictions about whether certain information is likely to be included in material.

19. the author's purpose for writing the selection.

20. the author's attitude toward a topic, including possible biases.

21. the comparison and contrast of characters, objects, or events.

22. the recognition and interpretation of organizational patterns of writing (i.e., cause and effect, time order, comparison and contrast, simple listing).

Given everyday/functional reading materials, the student will identify, locate, and use information in items regarding:

23. the selection and use of appropriate reference sources and illustrative materials.

- Examples of reference sources/illustrative materials would be individual, encyclopedia, almanac, atlas, periodical/newspaper, complex schedule, and *Readers' Guide to Periodical Literature*.

- Examples of skills/processes would be reading charts, tables, diagrams, graphs, and maps; identifying alternative/additional reference sources for a specific topic.

Distribution of Learning Outcomes and Test Questions by Classification

Learning Outcomes	Type of Reading Passages	Percent of Questions
	Fictional	
1-7	Constructing Meaning	20%-30%
8-11	Extending Meaning	13%-20%
	Nonfictional	
12-16	Constructing Meaning	18%-28%
17-23	Extending Meaning	28%-40%

Descriptions of Learning Outcomes

Unfamiliar Words (Outcomes 1 & 12)

Students are expected to use information in the passage to identify the meaning of words probably not familiar to them. Test questions direct students to the line in the material that contains the unfamiliar word. This process is essentially the same for fictional and nonfictional materials.

Implied Main Ideas (Outcomes 2 & 13)

Students are to select the main idea of either an entire passage or a portion of a passage. The main idea is not directly stated. The process for identifying implied main ideas in fiction and nonfiction is similar; however, due to the characteristics of fictional writing (e.g., organization, language, etc.), the main idea is generally more subtle.

Supporting/Nonsupporting Details (Outcomes 3 & 14)

Students are to identify information that either promotes or does not promote the main idea. The process is similar for fictional and nonfictional passages.

Best Summary/Paraphrase (Outcomes 4 & 15)

A summary reflects the main idea of a passage or paragraph in shortened form. A paraphrase is a restatement in different words of the information provided in a passage. Students are to identify the best summary or paraphrase. These processes are similar in both fictional and nonfictional materials.

Identification of Questions (Outcome 5)

Students are to identify the best question they should ask to find out whether someone understands what the passage is about.

Appropriate Meaning for a Word (Outcome 6)

In addition to the reading passage, the student is provided a dictionary entry. The student is directed to a word with several possible meanings and then asked to determine the appropriate meaning based on how the word is used in the passage.

Structural Elements (Outcome 7)

Students identify the best description of a structural element present in the passage. As an example, a question might ask a student to identify which words or phrases best describe a character in the passage.

Most-probable Outcomes (Outcome 8)

Students select the statement that best describes the most likely result(s) or the next step of a given situation.

Comparison and Contrast (Outcomes 9 & 21)

Students select the response that best identifies how characters, objects, or events are the same or different. The processes are similar for both fictional and nonfictional passages.

Literary Devices (Outcome 10)

Students choose the response which best explains a literary device used in the passage. Students may also be asked to identify which literary device is used in a particular section of the passage.

Recognition and Interpretation of Organizational Patterns (Outcomes 11 & 22)

Students identify or interpret how a passage is organized. The processes for recognizing and interpreting organizational patterns in fictional and nonfictional passages are similar; however, organizational patterns are more obvious in nonfictional writing.

Intent of Propaganda (Outcome 16)

Test questions for this outcome involve the identification of the intended effect of a piece of writing on the reader. As an example, an item may begin with an editorial or an advertisement, and the students are asked to select the most plausible effect this material would have on people.

Difference Between Statements Based on Fact and Statements Based on Inference (Outcome 17)

Questions on this outcome focus on the distinction between what is directly stated in a passage and what a reader might infer from the passage. The focus here is on distinguishing between what is directly stated and what is implied in the passage.

Predictions About Whether Certain Information Is Likely to be Included in Material (Outcome 18)

The student will make predictions about what might be added to a passage based upon an understanding of areas such as author's point of view and purpose as well as the ideas contained in the passage.

Author's Purpose (Outcome 19)

Students need to identify one of the author's possible reasons for writing the selection. Because purpose will usually not be directly stated in the passage, students will need to infer the author's purpose in their reading.

Author's Attitude Toward a Topic (Outcome 20)

Students need to infer the author's biases, slant, or view toward a passage topic. For example, students may be asked to identify the biases of an editorial writer or the slant of a political commentator.

Selection and Use of Appropriate Reference Sources and Illustrative Materials (Outcome 23)

Some questions may involve selecting the most appropriate, or best, reference source to find the answer. Other questions may require a demonstration of the skills/processes necessary to use various types of reference material.

What else do students need to know?

This test is intended to measure a wide array of reading strategies. The material presented is culturally diverse, well written, of interest to students, and avoids any offensive stereotyping, language, or other element that would disadvantage any person or group on the basis of sex, religion, culture, or race. This test enables students to demonstrate their ability to read and understand written materials. Students must also show that they can make reasonable inferences and judgments about what they have read.

To familiarize students with the types of questions found on this test, a practice test will be available after late spring 1993.

Ohio Department of Education
Division of Educational Services
Assessment Center, Room 207
65 South Front Street
Columbus, OH 43266-0308
614-466-0223